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SECONDARY EDUCATION IN THE UNITED STATES¹

HISTORICAL SKETCH

II.

The early secondary schools of the colonies, while substantially of one type, took different names. They were called Latin Grammar Schools; or for short, Grammar Schools, like their English prototypes. Less frequently the name was shortened to Latin School. In some places they were called Public Schools, as are the great classical schools of England at the present time. The name Free School, also in use in the mother country, was frequently employed. This title seems to have been used, as pointed out by Professor Basil Sollers, merely "as a compound name indicating a certain grade of instruction, such as we would call 'liberal,' without assigning to the adjective any descriptive force whatever."² In still other cases, the several names already enumerated were combined in various ways.

A melancholy interest attaches to the first colonial grammar school of which we have record. This school was decreed in 1621 by the Virginia Company of London, and was to be located at Charles City, Va. The colony had before this time set hopefully about the establishment of a college. Liberal endowment was provided; but it was proposed that the erection of buildings be postponed, and that in the meantime a free school should be opened, which should prepare students for entrance upon the college studies. Special funds were subscribed for this purpose and a tract of land was set apart as an endowment. Everything

¹ Copyright, 1897, by Elmer E. Brown.

² STEINER, *History of education in Maryland*, p. 20, footnote. Further discussion of the question may be found in BARNARD'S *American Journal of Education*, I, 298, 299, footnotes; and ADAMS, *The College of William and Mary*, p. 13. Professor Sollers' suggestion that the term "free school" may have followed the analogy of "free chapel," and so have designated a school not attached to a monastery, seems to me worth following up with a more extended inquiry.

seemed hopeful, when in 1622 the terrible Indian massacre swept away all of these promising beginnings, together with the lives of more than three hundred of the colonists.¹

It is stated that another free school was established at Elizabeth City in 1642; yet Governor Berkeley was able in 1670 to say, "But, I thank God, there are no free schools." The project of a college was realized at last, in 1693, with the founding of William and Mary College, "to the end that the Church of Virginia may be furnished with a seminary of ministers of the gospel, and that the youth may be piously educated in good letters and manners, and that the Christian faith may be propagated amongst the Western Indians, to the glory of Almighty God." A grammar school was established in connection with the college "for the immediate education of the youth of the colony in the Latin and Greek tongues," and was maintained until 1779, when it was abolished through the influence of Thomas Jefferson.

Edward Everett Hale has this to say in a recent article on "The Higher Life of Boston:" "It may be merely a fancy of mine that the destinies of Boston have been largely affected by the establishment here in 1635 of what they called a 'Grammar School,' and by the loyalty and pride by which that school has always been maintained. But I think this fancy will bear examination. There was then no grammar but Latin grammar, or Greek or Hebrew. So the establishment of a free Grammar School in the little village meant that from that time forward there was a school where every boy might study the Latin and Greek languages."²

This Boston Latin School is the patriarch of our institutions of secondary education. On the 16th of April 1635, the Boston town meeting voted "that our brother Philemon Pormont shall be intreated to become scholemaster, for the teaching and nourtering of children among us." This was the only town

¹ The documentary history of this school may be found in NEILL's *History of the Virginia Company of London*, pp. 251-257. Mr. Neill observes that the last statement relative to the school bears date of 1625, "and it was probably never erected."

² The *Outlook*, Vol. LIII, No. 13 (March 28, 1896).

school in Boston until 1682. Leading citizens contributed to its support. The town set apart certain islands in the harbor, the rent of which was to go to the school. School fees were moreover collected of the boys in attendance; but it was distinctly provided that Indian children should be taught gratis.

Ezekiel Cheever was in charge of this school from 1670 to 1708. Under his direction it rose to great eminence in the colonies.

In the words of one of its most notable schoolboys: "The real interest of the beginning of the school is the large idea and scale on which it started. It taught the children, little Indians and all, to read and write. But there seems every reason to suppose that it taught also the Latin tongue, and all that was deemed the higher knowledge. . . . It was the classic culture in those earliest days that bound the Latin School and Harvard College close together. The college is young beside our venerable school. It did not come to birth till we were four years old. But when the college had been founded, it and the school became, and ever since have made, one system of continuous education."⁴

Before the year 1647, six other Massachusetts towns had followed the lead of Boston in establishing grammar schools. These were Charlestown, Salem, Ipswich, Cambridge, Roxbury, and Dorchester.

The same Ezekiel Cheever, who made illustrious the first century of the Boston Latin School, had in his young manhood opened a school in New Haven colony. On Christmas day, 1641, it was voted "thatt a free schoole be set up in this towne and our pastor Mr. Davenport, together with the magistrates, shall consider whatt yearly allowance is meet to be given to itt out of the common stock of the towne, and allso whatt rules and orders are meet to be observed in and about the same." Mr. Cheever was master of this school until 1650, when he removed to Ipswich, doubtless because of a church censure

⁴ Address by PHILLIPS BROOKS on "The Boston Latin School," the *New England Magazine*, Vol. VIII, p. 686.

passed upon him in 1649 on account of "his contradicting, stiff, and proud frame of spirit."

Of the remaining four towns included within the New Haven colony, Guilford was not later than 1646 in establishing a school; and by 1657 Milford had "made provision in a comfortable way." It does not appear whether these schools were of a higher grade, or merely for beginners. But in 1660, their means not being adequate for the maintenance of a grammar school in each plantation, the towns united in the establishment of a "colony grammar school." This school continued for only two years.

Edward Hopkins, sometime governor of Connecticut colony, dying in England, left by will considerable property vested in trustees in Connecticut and New Haven colonies "to give some encouragement in those foreign plantations for the breeding up of hopeful youths, both at the grammar school and college, for the public service of the country in future time." The fathers of New Haven colony hoped to make this bequest the foundation of a college in their jurisdiction. Innumerable hindrances intervened, however; the bequest was finally divided between the towns of New Haven, Hartford, and Hadley, a portion going also to Harvard College. The Colony Grammar School at New Haven received aid from the fund during its short career. Finally, in 1664, New Haven's share of the legacy was settled upon the grammar school of the town, known since then and to the present day as the Hopkins Grammar School.

In both Hartford and New Haven¹ there is some evidence of the existence of schools as early as 1639. Certain it is that

¹ MR. BARNARD (*Journal of Education*, Vol. I, p. 298) says of Mr. Cheever, "His first engagement was in the only school, which was opened within the first year of the settlement of the colony, to which the 'pastor, Mr. Davenport, together with the magistrates,' were ordered 'to consider what yearly allowance is meet to be given it out of the common stock of the town.' In 1641 a second and higher grade of school was established, under Mr. Cheever's charge." Dr. Hinsdale (Report of the Commissioner of Education, 1892-3, p. 1243) seems to imply that a grammar school was not established until "two or three years later" (than 1641), when Mr. Cheever was placed in charge. I have followed Mr. Steiner's account (*The history of education in Connecticut*, pp., 15, 16).

Hartford in 1642 made an appropriation to a town school and that Mr. William Andrews, another famous master in his day, was employed as the teacher.

The West India Company sent out a "Latin schoolmaster" to New Amsterdam in 1659. There had been an elementary school in the colony since 1633; but the people in their petition to the Company represent that there is no school nearer than New England where their children can learn Latin. Dr. Alexander Corolus Curtius was the first teacher of this school. Under his successor, Luyck, it attracted pupils from Fort Orange, the Delaware, and Virginia. This school was continued by the English for eight years after the change of rule. A free grammar school was partially endowed on the King's Farm in 1702. In 1732 a "free school for teaching the Latin and Greek and practical branches of mathematics" was incorporated.

Turning to Pennsylvania, we find that in 1670 Chr. Taylor opened a classical school at Waltham Abbey. He was not able to show a license from the Bishop of the diocese,¹ however, and was obliged to give up the undertaking. The first regular school of high grade in Pennsylvania was opened on Tinicum Island in 1684. In 1689 a public grammar school was established by Friends in Philadelphia, under directions from William Penn. This school was repeatedly chartered, undergoing changes in its

¹ WICKERSHAM, *A history of education in Pennsylvania*, p. 28. The American churches at this time belonged to the diocese of London. See DORCHESTER, *Christianity in the United States*, New York: 1889; p. 36.

In this connection the following passage from KNIGHT's *Life of Dr. John Colet* is of interest:

"The state of schools in London before Dean Colet's foundation was to this effect: the chancellor of Paul's (as in all the ancient cathedral churches) was master of the schools (*magister scholarum*), having the direction and government of literature, not only within the church but within the whole city; so that all the masters and teachers of grammar depended on him and were subject to him."—BARNARD'S *Am. Jour. Ed.*, XVI, 667.

DR. SPECHT has made mention of the strife which arose in the thirteenth century between the newly organized city schools in some of the German municipalities and the authorities of the cathedral schools, who claimed and exercised supervision over the other schools of the diocese. See *Geschichte des Unterrichtswesens in Deutschland*, Stuttgart, 1885; pp. 251-253.

management. It has continued to flourish down to the present time, and is known as the William Penn Charter School.

In Maryland, King William's School was established at Annapolis under legislative enactment of 1696. Previous to this, Ralph Crouch, gentleman, is said to have "opened schools for teaching humanities," between the years 1639 and 1659. Mr. Crouch was closely associated with the Jesuits, and after his return to Europe was admitted to the order. A priest, writing in 1681, tells of a "school for humanities," opened four years before that time, in which some of the native youth had made good progress. Not far from the time of the Revolution the Rev. Jona. Boucher, the head of an important private school in Annapolis, declared that "there is not yet (in Maryland) a single college and only one school with an endowment adequate to the maintenance of even a common mechanic. What is still less creditable is that two-thirds of the little education we receive is derived from instructors, who are either indented servants or transported felons."¹

In South Carolina, perhaps more than in any other colony, it was the prevalent practice of the planters to send their sons to England for an education. There seems to have been no provision for schools in the colony prior to the year 1710. In that year, and again two years later, laws were passed "for founding and erecting a free school in Charlestown for the use of the inhabitants of South Carolina."² The act of 1712 provided, among other things, "that the person to be master of the said school shall be of the religion of the Church of England, and conform to the same, and shall be capable to teach the learned languages, that is to say, Latin and Greek tongues."³ In 1734, a grammar school was incorporated, to be located at the town of Dorchester "for the use of the inhabitants of the province of South Carolina." According to Mr. Edward McCready, Jr., there were in South Carolina up to the close of the Revolution "eleven public and three charitable grammar schools"⁴ of which record

¹ STEINER, *Address at the alumni reunion of Frederick College, June 22, 1892.*

² See MERIWETHER, *History of higher education in South Carolina*, p. 212.

³ *Id.*, p. 221.

⁴ *Id.*, p. 227.

can be found. Of these schools, especial mention should be made, in addition to those already named, of the "Beresford Bounty" school near Charleston and the school of the Winyaw Indigo Society (incorporated in 1756) at Georgetown. Both of these schools were well endowed and both continued in effective operation up to the time of the Civil War; the latter, in fact, is continued in the present public school of Georgetown.

We are told, moreover, that private schools of a secondary grade flourished in the colony; and that in connection with the Presbyterian churches in the upper country instruction was frequently given in the classic languages. This is one of the ways in which the influence of Princeton College made itself felt not only in South Carolina but in other extensive regions of the Southern and Middle States.

About the year 1726, the Rev. William Tennent established his "Log College" at Neshaminy, some miles north of Philadelphia. This school won the strong commendation of George Whitfield, who visited it on one of his tours through the colonies. Even in its earlier years it sent abroad a powerful influence in the direction of piety and classical learning.¹ It was this school which, according to the common account, grew at length into the College of New Jersey, better known as Princeton College.²

The scattered plantations of North Carolina were not favorable to the establishment of schools. Governor Johnson said in 1736: "That the legislature has never yet taken the least care to erect one school which deserves the name, in this wide extended country, must in the judgment of all thinking men, be reckoned one of our greatest misfortunes."³

Mr. Charles Lee Smith states that, "The first act establish-

¹ MR. CHARLES LEE SMITH notes that, "The early classical schools of the Presbyterian Church in North Carolina, Virginia, and New Jersey were called 'log colleges,'" presumably with reference to this parent school of Mr. Tennent's: *The history of education in North Carolina*, p. 27, footnote.

² But see the account in PRESIDENT JOHN MACLEAN'S *History of the College of New Jersey* (Philadelphia, 1877), p. 57. According to this passage, the Log College was not the source but only a tributary of the College of New Jersey.

³ Quoted by CHARLES LEE SMITH, *The history of education in North Carolina*, p. 21.

ing a free school by the government was passed in 1749 ;" but it is not clear that the school thus legalized was ever open. The same author adds that, " In North Carolina, as in several other states, the higher education owes its first impulse to the Presbyterian Church and Princeton College." The Rev. James Tate established a classical school in the city of Wilmington about 1760. The Rev. David Caldwell, D.D., established his classical school in Guilford county in 1766 or 1767, which soon became "one of the most noted schools of the South." A classical school, established in 1767 at the Sugar Creek Presbyterian Church, near Charlotte, was the beginning of Queen's College, afterwards (1777) chartered by the state legislature as Liberty Hall Academy.

In Rhode Island, a beginning in secondary education was made in 1764, by the establishment of the University Grammar School at Warren. James Manning was the first master of this school as he was afterwards the first president of Brown University. In fact, the school was the direct forerunner of the college, and only preceded the higher institution by a few months. The school has continued to the present day, being closely connected with the college throughout the greater part of its history.

Thus far we have been concerned with individual schools, and have noted their establishment in the most of the colonies. But among the most remarkable educational movements of the colonial period are the steps which were taken in several of the colonies toward the establishment of a complete system of secondary education. Massachusetts was the leader in this movement. The general court passed in 1647 an education act which displayed far-sighted statesmanship, the more surprising that it went beyond anything that had then or has even yet been attempted in the mother country. The noble language of this law has been often quoted ; but it is worthy of repetition, and this sketch would be incomplete without it. It reads as follows :

It being one of the chief projects of that old deluder, Satan, to keep men from the knowledge of the Scriptures, as in former times, keeping them in an unknown tongue, so in these later times, by persuading from the use of

tongues; so that at last the true sense and meaning of the original might be clouded and corrupted with false glosses of deceivers;¹ and to the end that learning may not be buried in the graves of our forefathers, in church and commonwealth, the Lord assisting our endeavors: It is therefore ordered by this Court and authority thereof that every township within this jurisdiction, after the Lord hath increased them to the number of fifty householders, shall then forthwith appoint one within their town to teach all such children as shall resort to him, to write and read; whose wages shall be paid, either by the parents or masters of such children, or by the inhabitants in general, by way of supply, as the major part of those who order the prudentials of the town shall appoint; provided that those who send their children be not oppressed by paying much more than they can have them taught for in the adjoining towns.

And it is further ordered that where any town shall increase to the number of one hundred families or householders, they shall set up a grammar school, the master thereof being able to instruct youths so far as they may be fitted for the university; and if any town neglect the performance hereof, above one year, then every such town shall pay five pounds per annum to the next such school, till they shall perform this order.

Connecticut colony, in 1650, adopted a school law patterned after that of Massachusetts. The provision for grammar schools is almost identical. But in 1672 the general court granted to each of the four county towns in the colony 600 acres of land "for the benefit of a grammer schoole;" and later in the same year the requirement of a grammar school to each town of one hundred families was changed to one for each county town. This act was in force until 1798. The law of that year removed the requirement that county towns maintain a Latin school; but substituted the provision that any school society might, by a two-thirds vote, establish a higher school.

We see in this provision of the Connecticut law of 1672 an early appearance of an idea which we shall find frequently reappearing: the idea that there should be a secondary school for every county in the land.² States remote from one another

¹ This language presents an interesting parallel to that of Martin Luther in his letter to the magistrates of Germany (1524). See PAINTER, *Luther on education* (Philadelphia: 1889), chapter ix, for the text of this letter in an English translation.

² Elisha Ticknor, in 1789, urged in the "Massachusetts Magazine" the establish-

took up this same view; and we have seen it recently coming into prominence in the discussion of secondary education in England.

New Hampshire was subject to the Massachusetts law until 1693, when a similar provision was made for the schools of the then separate province.¹

Maryland started in 1696 with a comprehensive plan for providing each county with its grammar school. The act of that year created a corporation with the name of "the rectors, governors, trustees, and visitors of the free schools of Maryland." This corporation was instructed to erect a school at Annapolis (King William's School). When the buildings of this school were completed, and a revenue of £120 yearly was secured, they were to proceed to erect a similar school in another county. When this second school had reached a like stage of equipment and endowment, they were to take similar steps in a third county; and so on till all of the counties were provided. The scheme was a promising one and evinced a most praiseworthy interest in the advancement of a high grade of instruction. But the corporation got no further than the establishment of the one school at Annapolis.

Some attempt was evidently made in South Carolina to carry out a general system of schools for the state. The same act (that of 1712) which provided for the grammar school at Charleston, assured to the master of that school a payment of one hundred pounds per annum out of the public treasury of the Province; and provided further "that as soon as a schoolmaster is settled in any other or all the rest of the Parishes of this Province, and approved by the Vestry of such Parish or Parishes, such schoolmaster so approved from time to time shall receive the sum of ten pounds per annum out of the public treasury."² Another act, passed in 1722, authorized the justices of county and precinct courts to establish a free school in each

ment of a system of "county schools to fit young gentlemen for college and school-keeping." BOONE, *Education in the United States*, p. 127.

¹ BOONE, *Education in the United States*, p. 50.

² Quoted by MERIWETHER, *op. cit.*, p. 221.

county and precinct, raising funds for the purpose by a tax on lands and slaves. These justices were to appoint masters "well skilled in the Latin tongue," who were allowed twenty-five pounds "proclamation money" per annum.¹ It does not appear, however, that these statutes were ever effective in promoting the establishment of schools outside of Charleston.

Mr. Hildreth in his account of the reorganization of state governments after the Declaration of Independence has this to say of the system of public schools then in existence:

"These town schools [of Massachusetts], and the same was the case in New Hampshire and Connecticut, and also with the county schools of Maryland, were continued on their old colonial footing. It was only these four states that could boast anything like a system of public education, and many years elapsed before their example was imitated."²

These early grammar schools, even more than their English namesakes, were generally intended to serve as preparatory schools for college; and according to the views of the time were for boys destined for one of the learned professions, usually the ministry. The idea of education for "culture," for the development of the individual, as itself a thing to be sought and prized, was not abroad in the colonies. Education was regarded as a fitting for the duties of life. A sturdy institutionalism pervaded all thought upon this subject. It remained for Rousseau and the eighteenth century to bring in that individualism which has so largely tinged the pedagogic thought of the past hundred years.

In February 1668, John Davenport, becoming somewhat discouraged at the small attendance in the grammar school at New Haven, came into the town meeting and "propounded to the town, whether they would send their children to the school, to be taught for the fitting them for the service of God, in church and commonwealth." Thereupon one citizen "declared

¹ Quoted by MERIWETHER, *op. cit.*, p. 214.

² *The history of the United States of America*, New York: 1874; Vol. III, p. 386.

his purpose of bringing up one of his sons to learning ;" and one after another followed his example.¹

The minutes of the Virginia Company of London contain the following passages with reference to the proposed school at Charles City :

As also for that it was impossible with so small a proporcon, to compasse so great a charge as the buildinge of a Church would require, they therefore conceaued it most fitt to resoluue for the erectinge of a publike free schoole, wch, being for the educacon of Children and groundinge of them in the principles of religion. Ciuility of life and humane learninge seemed to carry with it the greatest weight and highest consequence unto the plantacons as that whereof both Church and Comon wealth take their originall foundacon and happie estate, this beinge also like to proue a work most acceptable unto the Planters, through want whereof they haue bin hitherto constrained to their great costs to send their Children from thence hither to be taught.²

It was also thought fitt that this, as a Collegiate or free schoole, should have dependance upon the Colledge in Virginia wch should be made capable to receaue Schollers from the schoole into such Scollershipps and fellowships of said Colledge shall be endowed withall for the aduancement of schollers as they arise by degrees and deserts in learninge.³

Dr. Bray, the famous commissary of the Bishop of London in Maryland, wrote in 1700 :

And that a perpetual succession of Protestant divines of the Church of England may be provided for the propagation of the true Christian religion in the said colony, his excellency hath, by the consent of the council and burgesses in assembly, promoted a law vesting a power in certain trustees for erecting one free school in each county, . . . for instructing the youth of the said province in arithmetic, navigation, and all useful learning, but chiefly for the fitting such as are disposed to study divinity, to be further educated at His Majesty's College Royal in Virginia, in order upon their return to be ordained by the Bishop of London's suffragan residing in this province.⁴

Quotations might be multiplied, all tending to show that these schools were intended chiefly as preparatory to college ; that school and college were alike regarded as seminaries in

¹ BACON, *An historical discourse on the two hundredth anniversary of the founding of the Hopkins Grammar School, New Haven, Connecticut*, pp. 31, 32.

² NEILL, *History of the Virginia Company of London*, p. 254.

³ *Ibid.*, p. 255.

⁴ STEINER, *History of education in Maryland*, p. 22, footnote.

which the youth were to be prepared for the service of church and commonwealth; and that by far the greatest emphasis was placed upon the purpose of raising up well-qualified ministers of the gospel.¹

Doubtless one reason for the close connection of the grammar school with the college in those days was the fact that there was no generally felt need of a middle-class education. The great body of the people needed to know how to read, write, and cipher. The ministers and magistrates required the full discipline of a college course. For the most part, then, the sending of a boy to the grammar school signified a more or less definite intention to send him eventually to college. But this was of course subject to the aptitude for studies which he displayed in the lower school.

Ian Maclaren has drawn a most attractive picture of the old Scotch dominie who "had an unerring scent for 'pairts' in his laddies." "It was Latin Domsie hunted for as for fine gold, and when he found the smack of it in a lad he rejoiced openly. He counted it a day in his life when he knew certainly that he had hit on another scholar." "Then the 'schule' knew that Geordie Hoo was marked for college." This search for possible collegians was a regular part of the occupation of the master of one of the old grammar schools of the colonies; and it was none the less true there than in Drumtochty that when such a boy had been discovered "his brothers and sisters would give their wages, and the family would live on skim milk and oat cake, to let him have his chance."

This service that the schools rendered in discovering capabilities for higher things, is one of the most interesting aspects of the educational history of the time. The master was an intellectual winnower, and separated out the wheat from the chaff. It would be too much to assert that his work was always well done. It too often happened that competent men could not be got for the schools. Too often they were put under the charge

¹ President Clap of Yale College said in 1754, in his tract on the *Religious constitution of colleges*, "Colleges are societies of ministers for training up persons for the work of the ministry." See STEINER, *The history of education in Connecticut*, p. 104.

of a young graduate, to give him a living till he was ready to assume a pastorate. In the eighteenth century, when persecution had ceased to drive men of first rate abilities out of England, and learning had to some degree been buried in the graves of their forefathers, as the early colonists feared, there was a dearth of good schoolmasters; yet even then there were bright examples of faithful, discriminating instruction.

We shall see that at the time of transition from the era of the grammar schools to that of the academies, Thomas Jefferson proposed to incorporate into the educational system of Virginia a regular method for the selection of superiorities, as Fouillée would describe it. The bill which Jefferson introduced would have made it one chief occupation of the schools of Virginia to discover talent and give it a chance.

It was not only winnowing that engaged the master's attention, but threshing, too. The discipline of the grammar school, no less than that of the schools of lower grade, was harsh. Flogging survived on into the present century in the Boston Latin School: public flogging, too. The records of the Hopkins school at New Haven tell of hard struggles between master and pupils; nor do we have to go back to the earlier history of the school to find evidence of the liberal use of the rod.

The course of study consisted of much Latin, together with some Greek, and instruction in religion. There was apparently little else.¹ Naturally the schools that had for their chief mission to prepare for college devoted themselves to such studies as were prescribed as requirements for admission to college. And the admission requirements were almost wholly limited to the classic languages. Says Cotton Mather:

When scholars had so far profited at the *grammar schools*, that they could read any *classical author* into English, and readily make and speak

¹ This statement, however, needs one important qualification. There is evidence that in several of the colonies, *e. g.*, Maryland, New York, Pennsylvania, there were grammar schools in which, along with the classics, mathematics was taught, with especial reference to its practical applications, as in surveying and navigation. These schools were in this respect prototypes of the academies, in some of which great stress was laid on such studies.

true *Latin*, and write it in *verse* as well as *prose*; and perfectly decline the *paradigms* of *nouns* and *verbs* in the Greek tongue, they were judged capable of admission in *Harvard-Colledge*.¹

These requirements, established by President Dunster in 1642, remained without substantial change at least to the end of the seventeenth century.

In the middle of the eighteenth century, the requirements for admission to Princeton College are stated as follows:

Candidates for admission into the lowest or Freshman class must be capable of composing grammatical Latin, translating Virgil, Cicero's Orations, and the four Evangelists in Greek; and by a late order (made in Mr. Davies's administration) must understand the principal rules of vulgar arithmetic.²

As for the organization and control of these schools, we are struck with the interesting combination of state, ecclesiastical, and private agency which it presents. Throughout this period, a large part of the secondary education of the colonies was imparted by private tutors, and particularly ministers in their own private studies. A more highly developed organization presents itself in the private secondary schools which were established in considerable numbers, some of them by teachers of character and ability, but more by irresponsible adventurers from the old world. In tracing the establishment of schools of a public character, it is a well-nigh hopeless task to undertake to disentangle the agency of the state from that of the church, as Dr. Magoun sought to do in his notable paper on "The Source of American Education."³ We are dealing with a time when the church, whether formally established or not, exercised great influence over the acts of the commonwealth; and when the state regarded provision for the eternal salvation of its citizens as one of its proper functions and the most important of all. The religious purpose of the schools of this period is sufficiently manifest from the quotations already presented. But it is worthy of remark that in some of the colonies the civil authorities had taken a

¹ *Magnalia Christi Americana*. American edition of 1820; Vol. II, p. 9.

² See SMITH, *The history of education in North Carolina*, p. 28.

³ The *New Englander*, for July 1877 (Vol. XXXVI, pp. 445 *et seq.*).

more direct and far-reaching part in the establishment of schools than the colonists had been familiar with in the mother country.

The first consideration in the establishment of a school of public character was the provision of a suitable endowment. This took the form ordinarily of a gift of lands or the assignment of the income from specified imposts. The charters of regularly incorporated schools provided boards of trustees for the administration of this endowment, made up for the most part of laymen. And both societies and individuals in some instances contributed largely to the funds for permanent endowment.

As we approach the time of the Revolution we find the grammar schools more and more falling into a decline. During the war, and in the years of great depression which immediately succeeded, they continued to languish.

The Rev. W. Winterbotham has this to say in 1796 of the schools of New Hampshire :

Several instances occur in the public records, as far back as the year 1722, just at the beginning of an Indian war, that the frontier towns petitioned the assembly for a special act to exempt them from the obligation to maintain a grammar school during the war. The indulgence was granted them, but only on this condition, "that they should keep a school for reading, writing, and arithmetic;" to which all towns of fifty families were obliged. In latter times the conduct of the same towns has been very different. During the late war with Britain, not only those, but many other towns, large and opulent, and far removed from any danger by the enemy, were for a great part of the time destitute of any public schools, not only without applying to the legislature for permission, but contrary to the express requirements of law, and notwithstanding courts of justice were frequently holden, and grand jurors solemnly sworn and charged to present all breaches of law, and the want of schools in particular.¹

Mr. Martin has enumerated several reasons for the decay of these schools in Massachusetts : The district system had brought about a disintegration of the towns. Men's thoughts were dominated by actual and prospective success in the pursuit of material advantages, and so turned away from the pursuit of learning. The ministers were less influential than formerly. The coldness

¹ See BARNARD'S *Am. Jour. Ed.*, Vol. XXIV, p. 137.

of regularly educated ministers was brought into contrast with the religious zeal of itinerant preachers, many of whom were comparatively illiterate. In the period just following the Revolution the general poverty was unfavorable to education, as was the material prosperity of an earlier and a later period.¹ These reasons may, for the most part, be carried over to other states.

In the meantime there was growing up a new sort of institution for secondary education, which was destined to exercise a far-reaching influence upon American education. This was the academy; and to the history of its development we must now devote our attention.

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¹ *The Evolution of the Massachusetts Public School System*, Lecture III.